A Rubric for Technology Professional Development
Developed by the Center for Information Development
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This rubric was designed to provide a framework for school professional development staff, administrators, and teachers to design, identify, or evaluate professional development programs focused on integrating technology into the curriculum.

How was this rubric developed: This rubric was developed based on a comprehensive review of the literature on professional development for teachers, especially in the use of technology for educational purposes and a longitudinal empirical study of professional development for teachers.

How to use this rubric: This rubric does not list all factors that may have an impact on the effectiveness of professional development but those that were found to have a significant effect on teacher uses of technology for student learning. Professional development staff, administrators, and teachers can use this rubric as a guideline to design effective programs or assess existing programs when they need to select effective programs provided by external vendors. PD should, however, not be considered as an outside vendor issue. Effective PD relies on the school and district leadership as well. Thus this rubric is designed to assess the potential effectiveness of comprehensive PD efforts and programs, including components purchased from outside vendors and district/school efforts.

This tool is aligned with the National Staff Development Council's (NSDC) Standards for Staff Development but is specialized for professional development using technology to enhance learning. Therefore, this tool should be used in conjunction with the NSDC standards in guiding the assessment or design of professional development programs for integrating technology into the curriculum

This rubric includes five categories of indicators. Each category contains a set of factors that have been found to affect the effectiveness of professional development for technology integration. The whole rubric has one total score that indicates the overall effectiveness of a professional development program. To compute the total score of a given program, follow these steps outlined below:

1. Assign a score to each indicator based on your assessment of the program. Each indicator should a score of 1(poor), 2(adequate), or 3(excellent). For example, if a professional development program makes "technical or content expert available and easily accessible beyond formal PD sessions" to teachers, put a "3" inside the box after the indicator "Support" under the category "Context."
2. Add all indicator scores for each category;
3. Find the score corresponding to the range within which the resulting score from Step 2 falls;
4. Add all category scores to obtain the total rubric score.

How to interpret the final score.
        If the final total score is less than 1, the PD program is poor and needs improvement
        If the final score is between 1 and 2, the PD program is adequate but has room for improvement
        If the final score is larger than 2, the PD program is excellent.

Category	Indicator	Poor (1)	Adequate (2)	Excellent (3)	Score
Context	The professional development should provide teachers with adequate resources and time to experience and experiment with district-supported technologies.				
	Resources	Limited access to technical and curricula resources for teachers to experiment with on their own; Policies and procedures for accessing these resources not clearly communicated to teachers	Adequate but limited (in terms of availability and convenience) access to technical and curricula resources for teachers to experiment with on their own; Policies and procedures for accessing these resources are somewhat communicated to teachers	Ample and convenient access to technical and curricula resources so that teachers can experience and experiment with technology on their own; Policies and procedures for accessing these resources are clearly communicated to teachers	
	Support	Technical or content expert available only on a limited basis or inconveniently located beyond formal PD sessions	Technical or content expert available but inconveniently located beyond formal PD sessions	Technical or content expert available and easily accessible beyond formal PD sessions	
	Time	Little or no time allocated as part of PD for teachers to experiment with technology; No time during work is allocated for teachers to experiment with technology	Some time is scheduled as part of PD for teachers to experiment with technology; Some time during work is allocated for teachers to experiment with technology.	Ample time is scheduled as part of PD for teachers to experiment with technology; Sufficient during work is allocated for teachers to experiment with technology	
Category Score (add scores for each indicator to obtain the category score and enter it in the next cell)					

Weighted category score (find the weighted score corresponding to the range the category score falls with in and enter it in the last cell)	Category Score	Weighted Score	
	3-5	0.15	
	6-8	0.30	
	9	0.45	

Category	Indicator	Poor (1)	Adequate (2)	Excellent (3)	Score
Content	The professional development should focus on using technology to improve student learning. It should provide teachers with solutions to specific problems they encounter in their professional life.				
	Content knowledge	Little or no connection to what teachers teach; no clear demonstration of how technology can improve the teaching of subject content	Some connection to what teachers teach; adequately demonstrate how technology can improve the teaching of subject content	Specific and deep connections to what teachers teach; clearly demonstrates how technology can be used to improve the teaching of subject content	
	Pedagogy	Unclear demonstration of how technology can be used to improve how teachers teach	Adequately demonstrates how technology can be used to improve how teachers teach	Clearly demonstrates how technology can be used to improve how teachers teach	
	Planning[1]	Unclear demonstration of how technology can be used to improve how teachers plan their teaching	Adequately demonstrates how technology can be used to improve how teachers plan their teaching	Clearly demonstrates how technology can be used to improve how teachers plan their teaching	
	Classroom management	Unclear demonstration of how technology can be used to improve classroom management	Adequately demonstrates how technology can be used to improve classroom management	Clearly demonstrates how technology can be used to improve classroom management	
	Professional Productivity[2]	Unclear demonstration of how technology can be used to improve teacher professional productivity	Adequately demonstrates how technology can be used to improve teacher professional productivity	Clearly demonstrates how technology can be used to improve teacher professional productivity	
Category Score (add scores for each indicator to obtain the category score and enter it in the next cell)					
Weighted category score (find the weighted score corresponding to the range the category score falls with in and enter it in the last cell)					

Category Score	Weighted Score
5-7	0.27
8-13	0.54
14-15	0.81

[1] e.g., locating resources, diagnosing learning difficulties
[2] e.g., communicating with parents, administrators, and peers, managing grades, processing homework etc.

Category	Indicator	Poor (1)	Adequate (2)	Excellent (3)	Score
Process Content	The professional development should aim at building learning communities among teachers and establish social connections among teachers and the support staff so that they can offer help and support to each other.				
	Social networking	Provides few opportunities for informal interactions around technology issues among teachers, technical staff, and administrators	Provides some opportunities for informal interactions around technology issues among teachers, technical staff, and administrators	Provides ample opportunities for informal interactions around technology issues among teachers, technical staff, and administrators	
	Collaboration	Provides few opportunities for collaboration around technology issues among teachers, technical staff, and administrators	Provides some opportunities for collaboration around technology issues among teachers, technical staff, and administrators	Provides ample opportunities for and encourages collaboration around technology issues among teachers, technical staff, and administrators	
	Local expertise	No intention or efforts to develop experts among teachers	Some efforts to identify and develop experts among teachers	Purposefully identifies and develops experts among teachers	
	Peer support	No incentive to encourage teachers to provide assistance to their peers	Some incentive to encourage teachers to provide assistance to their peers	Strong incentive to encourage teachers to provide assistance to their peers	
Category Score (add scores for each indicator to obtain the category score and enter it in the next cell)					
Weighted category score (find the weighted score corresponding to the range the category score falls with in and enter it in the last cell)					

Category Score	Weighted Score
4-6	0.19
7-10	0.38
11-12	0.57

Category	Indicator	Poor (1)	Adequate (2)	Excellent (3)	Score
Process	The professional development program should be continuous, frequent, and conducted in settings that are similar to the teaching contexts of the teachers.				
	Duration	One or few discrete sessions	Several connected sessions that occur over at least a semester	A series of sessions that continue over a period of time	
	Frequency	Sporadic, one or two sessions a year	Frequent, at least once a month	Very frequent, more than once a month	
	Location	Outside cutting-edge advanced labs that are quite unlike what the teachers may have in their classroom or school	Settings with some technology that are available in the school	On-site, use technologies that are available to teachers	
Category Score (add scores for each indicator to obtain the category score and enter it in the next cell)					
Weighted category score (find the weighted score corresponding to the range the category score falls with in and enter it in the last cell)					

Category Score	Weighted Score
3-5	0.15
6-7	0.30
8-9	0.45

Category	Indicator	Poor (1)	Adequate (2)	Excellent (3)	Score
Provider	The professional development should be provided by educational experts who understand technology or technology experts who understand education.				
	Technology expertise	Little experience with or knowledge of technology	Adequate experience with or knowledge of technology	Excellent command of technology	
	Content expertise	Little knowledge of curricula content involved	Adequate knowledge of curricula content involved	Excellent command of curricula content involved	
	Pedagogical expertise	Little instructional experiences or knowledge of pedagogy	Adequate instructional experiences or knowledge of pedagogy	Excellent instructional experiences or knowledge of pedagogy	
	Policy	Little knowledge of district/school policies and procedures related to technology	Adequate knowledge of district/school policies and procedures related to technology	Excellent knowledge of district/school policies and procedures related to technology	
Category Score (add scores for each indicator to obtain the category score and enter it in the next cell)					
Weighted category score (find the weighted score corresponding to the range the category score falls with in and enter it in the last cell)					

Category Score	Weighted Score
4-6	0.07
7-10	0.14
11-12	0.21

Total score for rubric_____